

Kindergarten Priority Standards by Trimester + *Supporting Standards*

Priority Standards represent essential knowledge and skills. These standards make up 70-80% of instructional time.

Trimester 1 Kindergarten Priority Standards*

Reading Foundational (RF)	Reading
<u>Phonological Awareness</u> Recognize and generate rhyming words (RF.K.2.A) T1, T2, T3 Verbally pronounce, isolate, blend, segment, add or substitute initial, medial, and final phonemes in 3-sound words.(RF.K.2.D, E) T1, T2, T3 <u>Phonics</u> Produces primary sound/s for letters taught. (RF.K.3.A) T1, T2, T3	With prompting and support: ask and answer questions about key details in literature and in informational text (RL.K.1 & RI.K.1) T1, T2, T3 With prompting and support: Retells familiar stories including key details in literature (RL.K.2) T1, T2, T3
	Math**
	Count to 100 by ones and by tens: T1 0-10, (K.CC.A.1) Counts forward beginning from a given number (<i>not necessarily 1</i>) within the known sequence. (K.CC.A.2) T1, T2, T3 Quantifies - Counts to tell the number of objects up to 20 (K.CC.B.4) T1, T2, T3 (T1 0-5) Write numbers from 0-20 (K.CC.A.3) T1, T2, T3 Represent a number of objects with a written numeral 0-20 (K.CC.A.3) T1, T2, T3
Writing /Language	
Uses a combination of drawing, dictating, and writing to compose narrative pieces (W.K.3) T1, T2, T3	
**Math standard naming varies based on content: OA - Operations in Algebra, NBT- Number Base Ten, MD-Measurement and Data T1, T2, or T3- The trimesters in which a standard is taught, assessed, and graded on the report card.	

Trimester 2 Kindergarten Priority Standards

Reading Foundational (RF)	Reading
<u>Phonological Awareness</u> Recognize and generate rhyming words(RF.K.2.A) T1, T2, T3 Verbally pronounce, isolate, blend, segment, add or substitute initial, medial, and final phonemes in 3-sound words. (RF.K.2.D, E) T1, T2, T3 <u>Phonics</u> Produces primary sound/s for letters taught. (RF.K.3.A) T1, T2, T3 Names all upper and lowercase letters taught (RF.K.1.D) T2, T3 Identify the five vowels and produce their short and long sounds. (RF.K.3.B) T2, T3 Decode phonetically spelled words. (RF.K.3) T2 T3 Distinguish between similarly spelled words by identifying sounds that differ (RF.K.3.D, E) T2, T3	With prompting and support: ask and answer questions about key details in literature and in informational text (RL.K.1, RI.K.1)T1, T2, T3 With prompting and support: Retells familiar stories including key details in literature (RL.K.2) T1, T2, T3 With prompting and support: Identify the main topic and retell key details of an informational text (RI.K.2) T2, T3 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories (RL.K.9) T2, T3
	Math**
	Count to 100 by ones and by tens: 0-50 (K.CC.A.1) Counts forward beginning from a given number (<i>not necessarily 1</i>) within the known sequence. (K.CC.A.2) T1, T2, T3 Quantifies - Counts to tell the number of objects up to 20 (K.CC.B.4) T2 0-10 Write numbers from 0-20 (K.CC.A.3) T1, T2, T3 Represent a number of objects with a written numeral 0-20 (K.CC.A.3) T1, T2, T3 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (K.OA.A) T2 or T3 Compare numbers 1-10 (K.CC.C.7) T2 or T3
Writing /Language	
Uses a combination of drawing, dictating, and writing to compose narrative pieces (W.K.3) T1, T2, T3 Uses a combination of drawing, dictating, and writing to compose informational pieces (W.K.2) T2, T3	

Trimester 3 Kindergarten Priority Standards

Reading Foundational (RF)	Reading
<p><u>Phonological Awareness</u> Recognize and generate rhyming words (RF.K.2.A) T1, T2, T3</p> <p>Verbally pronounce, isolate, blend, segment, add or substitute initial, medial, and final phonemes in 3-sound words. (RF.K.2.D, E) T1, T2, T3</p> <p><u>Phonics</u> Produces primary sound/s for letters taught. (RF.K.3.A) T1, T2, T3</p> <p>Names all upper and lowercase letters taught (RF.K.1.D) T2, T3</p> <p>Identify the five vowels and produce their short and long sounds. (RF.K.3.B) T2, T3</p> <p>Decode phonetically spelled words. (RF.K.3) T2 T3</p> <p>Distinguish between similarly spelled words by identifying sounds that differ (RF.K.3.D, E) T2, T3</p> <p>Read kindergarten sight words taught (RF.K.3.C) T2, T3</p>	<p>With prompting and support: ask and answer questions about key details in literature and in informational text (RL.K.1 & RI.K.1) T1, T2, T3</p> <p>With prompting and support: Retells familiar stories including key details in literature (RL.K.2) T1, T2, T3</p> <p>With prompting and support: Identify the main topic and retell key details of an informational text (RI.K.2) T2, T3</p> <p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories (RL.K.9) T2, T3</p> <p><u>End of Year Reading Target:</u> Student reads emergent-reader texts with purpose and understanding (RF.K.4) T3</p>
	Math**
<p><u>Year End Reading Standard:</u> Reads emergent-reader texts with purpose and understanding (RF.K.4.A) T3 *Spring Aimsweb composite 26th%ile or higher</p>	<p>Count to 100 by ones and by tens: 0-100 (K.CC.A.1)</p> <p>Counts forward beginning from a given number (<i>not necessarily 1</i>) within the known sequence. (K.CC.A.2) T1, T2, T3</p> <p>Write numbers from 0-20 (K.CC.A.3) T1, T2, T3</p>
Writing/Language	<p>Quantifies – Counts to tell the number of objects up to 20 (K.CC.B.4) T3 0-20</p> <p>Represent a number of objects with a written numeral 0-20 (K.CC.A.3) T1, T2, T3</p> <p>Add/subtract within 5 fluently (K.OA.A.5) T3</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (K.OA.A) T2 or T3</p> <p>Work with numbers 11-19 in terms of "10's and some" (K.NBT.A.1) T3</p> <p>Compare numbers 1-10 (K.CC.C.7) T2 or T3</p>
<p>Uses a combination of drawing, dictating, and writing to compose narrative pieces (W.K.3) T1, T2, T3</p> <p>Uses a combination of drawing, dictating, and writing to compose informational pieces (W.K.2) T2, T3</p> <p>Prints uppercase and lowercase letters taught. (L.K.1.A) T3</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2) T3</p>	

*In 1st Trimester, students will also be introduced to these key priority standards to be graded in later trimesters:

- Names all upper and lowercase letters taught (RF.K.1.D) T2, T3
- Identify the five vowels and produce their short and long sounds. (RF.K.3.B) T2, T3
- Decode phonetically spelled words. (RF.K.3) T2 T3
- Distinguish between similarly spelled words by identifying sounds that differ (RF.K.3.D, E) T2, T3
- Read kindergarten sight words taught (RF.K.3.C) T3
- Use emergent reading skills (RF.K.4.A) T2, T3
- Add/subtract within 5 fluently (K.OA.A.5) T3
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (K.OA.A) T2 or T3
- Work with numbers 11-19 in terms of "10's and some" (K.NBT.A.1) T3
- Compare numbers 1-10 (K.CC.C.7) T2 or T3
- Prints uppercase and lowercase letters taught. (L.K.1.A) T3
- Uses a combination of drawing, dictating, and writing to compose informational pieces (W.K.2) T2, T3
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2) T3

***For a complete list of Kindergarten standards (including additional grade level standards) visit corestandards.org